

REACHING HIGHER IN A STATE OF CHANGE

Indiana's Agenda for Higher Education



INDIANA COMMISSION for
HIGHER EDUCATION
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Letter from the Chair

Since I joined the Indiana Commission for Higher Education in 2013, much has changed: a dynamic state economy with new demands affected by technology integration; a more diverse student population that includes more adults, more low-income learners and more people of color; new delivery models by our colleges and universities; a broader focus on credential attainment that includes everything from workforce certificates to four-year degrees; and new providers that offer shorter-term credentials and training aligned with employer needs.

Higher education is no longer episodic—it’s continual. Likewise, for individuals, today’s economy requires lifelong learning as they navigate and advance in their careers.

One thing, however, has not changed. **Higher education remains a powerful force to address income disparities, close equity gaps, provide personal prosperity, drive economic growth, promote civic engagement and enhance the quality of life in our Indiana communities.**

This strategic plan represents Indiana’s commitment to providing Hoosiers a system of higher education that empowers all people and our state to thrive amidst change—to innovate, adapt and achieve.

We continue to measure our success with an ambitious goal for at least 60 percent of Hoosiers to have education and training beyond a high school diploma by 2025—a goal directly aligned to our state’s future workforce needs. Indiana will take an inclusive approach to measuring progress. We will consider the full range of quality credentials, from workforce certificates to associate and bachelor’s degrees. Likewise, we’ll monitor outcomes for all Hoosiers in our system of higher education, from high school students earning postsecondary credit and credentials before graduating to adults who earn degrees or certificates later in their lives to increase their earning power.

Reaching Higher in a State of Change is our roadmap in the final leg of our journey toward that 2025 deadline. We have a lot of ground to cover, but this plan has the clarity and focus required to meet the challenge by helping more Hoosiers achieve the life-improving benefits of higher education.

Allan Hubbard, Chair



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A Decade of Reaching Higher

Since 2008, the Indiana Commission for Higher Education has been guided in its actions and priorities by three evolving strategic plans. These plans have helped to drive transformative change in our state’s higher education system and have led to significant gains in student success and completion.

Reaching Higher in a State of Change

Higher education in Indiana is at a crossroads. Since the 2016 release of the Commission for Higher Education’s third strategic plan, *Reaching Higher, Delivering Value*, new and growing pressures are emerging, driving our system of higher learning to respond and adapt to meet the needs of today’s learners, Indiana’s citizens and employers, and our expanding and diversifying economy. Technology has infused every sector of today’s job market and is transforming the skills needed and the speed of change.

Leaders and policymakers at the state and federal levels are putting a far greater focus on the tangible outcomes of higher education. States and institutions are facing expectations to prove the value of a credential in terms of wage outcomes and job placement—all in relation to the issues of affordability and student debt. At the same time, we know that the jobs of today and tomorrow require higher levels of critical and creative thinking. People will choose to live in and jobs will come to those places that embrace the creative talent that is nurtured at our higher education institutions.

Further, an emphasis on aligning our entire education pipeline is framing the way we move learners from one phase of education and careers to another, assuring their successful passage through each phase and their ability to succeed in the next.

This calls for new models that are focused on the unique and diverse needs of individual learners and the mindset of a commitment to lifelong learning. It calls for rapid turns and increased collaboration to meet the needs of employers. It calls for building on the strengths of higher education while fostering innovation to encourage learning as continual for both human development and career success.

We must respond to these circumstances and concerns with a bold re-conception of education that builds upon the gains we have made by virtue of the previous three strategic plans developed and implemented by the Commission for Higher Education.

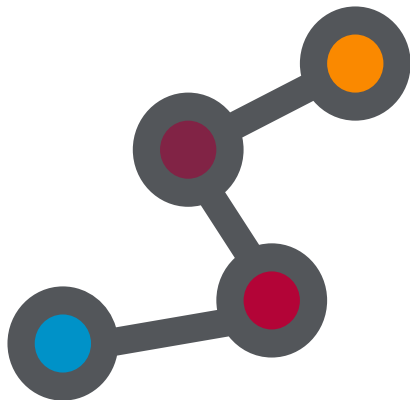


We need a new education compact in our state: one that aligns K-12 education, postsecondary education and continuing education; permits smooth transitions among them; and provides more Hoosiers affordable, flexible lifelong learning options while preserving quality and advancing equitable economic opportunity.

Against this backdrop of change, we know that higher learning is essential to personal well-being and the strength of our democratic society.

Indiana has participated in the Gallup-Indiana Survey as recently as 2018, to help measure the relationship between a college degree and graduates' long-term well-being and workplace engagement. More than 21,000 undergraduate alumni from 11 Indiana postsecondary institutions responded to the survey.

Over three quarters of respondents agreed or strongly agreed they were deeply interested in the work they are doing.



The survey also measured five elements of well-being: purpose, social, financial, community and physical. Thriving in all five elements is considered the “pinnacle of well-being,” according to Gallup. Hoosier alumni respondents were six percentage points ahead of college graduates nationally in meeting the measure of thriving in all five elements and five percentage points ahead when meeting four elements.

Higher learning is essential if we are going to meet not only the demands of our economy and workforce, but also sustain and renew the civic principles upon which our nation is built and on which it depends.

This strategic plan, *Reaching Higher in a State of Change*, provides a vision and a blueprint focused on pathways for student success from the recent high school graduate to the returning adult—ensuring greater economic opportunity and a stronger Indiana. With a focus on **completion, equity** and **talent**, the plan provides action steps for high schools, colleges, and universities and focused metrics to demonstrate the plan’s effectiveness as we approach the **2025 goal for at least 60 percent of Hoosiers to have a quality credential.**

INDIANA’S GUIDING PRINCIPLES

For the last two strategic plans, the Commission identified the following guiding principles: student-centered, mission-driven and workforce-aligned. The importance of these principles has not changed, but student demographics, attitudes toward higher education and our state’s economy have changed dramatically. As higher education adapts, so too must the principles that guide our work.

LEARNER-CENTERED; recognizing the changing demographics in our system and emphasizing that the needs of individual learners should drive the delivery system.

TALENT-DRIVEN; recognizing the full scope of higher learning opportunities, emphasizing the individual as well as the employer community, and calling for increased collaboration among institutions, employers and communities to meet economic need.

FUTURE-FOCUSED; recognizing that changing workforce needs will require continuous education for a growing number of Hoosiers and increased innovation by our postsecondary institutions to meet the needs of an uncertain future economy.

INDIANA’S CHANGING EDUCATION LANDSCAPE

At the heart of *Reaching Higher in a State of Change* is a call for innovation, and that imperative is woven throughout the sections that follow.

The word “innovation” invokes different ideas and opinions. For the Commission, innovation means approaching the persistent challenges in higher education, changing learner demographics and emerging economic demands in demonstrably effective, creative ways.

Rather than presenting a checklist of strategies the Commission identifies as innovative, *Reaching Higher in a State of Change* recognizes that our institutions of higher learning are themselves incubators for this innovation—with unique strengths, challenges, communities and learners. As such, this plan instead presents a blueprint that encourages institution-level action with state-level policy and operations that provide the most flexible environment for innovation to thrive, with the right goals and metrics to keep our state moving toward the common goal of postsecondary attainment, lifelong learning and personal well-being for Hoosiers.



While this call for innovation applies to all institutions, it has unique importance for our research institutions. Indiana is home to several research universities, which now collectively bring in over \$1 billion in sponsored research funding that flows into the state economy. The discoveries, patents, and licensing and commercialization activities that result from that research leads to new job opportunities and a stronger state economy.

From a student perspective, innovation means individualized learning models, tailored wraparound supports and increased engagement and mentorship by faculty, all with the goal of helping more learners get the greatest benefit from their postsecondary experiences on their way to completion and after they graduate.

In addition to acknowledging the connection between innovation and higher education at the institution and student levels, it also extends to how we reach out to Hoosiers to get them back on a pathway to higher education by developing our state, employer and community programs and partnerships. The Commission is focused on reaching the populations of people who need to take advantage of the benefits that higher education provides.

Priorities to Drive Change

Building on the previous plans, *Reaching Higher in a State of Change* will be the guiding document for the Commission as it approaches the deadline for a big goal—for at least 60 percent of all Hoosiers to have a quality degree or credential beyond a high school diploma by 2025.

The Commission has identified three priorities—completion, equity and talent—which reflect the state’s steady commitment to reaching the 60 percent goal in a way that supports all Hoosiers and our evolving economy.



Completion

Completion has remained a foundational goal for the Indiana Commission for Higher Education for the past decade.



Equity

Educational equity means that life circumstances or obstacles should not dictate opportunity to succeed.



Talent

Learners need the skills and competencies to be successful on the job today and tomorrow.

These priorities have a real impact in the lives of Hoosiers. The personal stories of Tiffany Steele, James Yates and Kameron Utter highlight the importance of a higher education system that is designed to meet the individual needs of learners—wherever they are in life.



“Regardless of your age, continue to follow the path your heart desires and continue your education and get to where you want to be.”

Tiffany Steele
Licensed Practical Nurse

New Castle resident Tiffany Steele spent much of her childhood in a nursing home visiting her father, who was in a car wreck when she was a baby. He was in a coma for eight years before recovering and lived for several more years in the nursing home.

Steele says she gained a love for the nursing home and elderly residents during her time spent there and admired the nurses who cared for her father and the other residents.

“Being around the nurses made me want to make a difference in the lives of other people,” Steele said.

At 18, she started out as a Certified Nursing Assistant and moved up to be a Qualified Medical Assistant, but wanted to continue her education. Using state financial aid upon the recommendation of her advisor, Steele earned her Licensed Practical Nurse certificate without attaining debt.


Her plan is to continue with her education and become a Registered Nurse.

COMPLETION

When learners pursue and complete credentials that provide individual opportunity, it naturally strengthens Indiana’s economy.

Completion

Throughout a decade of strategic plans, “completion” has remained the foundational goal for the Indiana Commission for Higher Education.



While we’ve made considerable gains over the last decade, too many students fail to complete the postsecondary programs they attempt. Entering our fourth plan, that focus on completion endures as we approach the 2025 goal for at least 60 percent of Hoosiers to have a quality credential beyond a high school diploma. However, the changing landscape of higher education demands an expanded and more comprehensive definition of what we mean by “completion” and “higher education,” in general.

COMPLETION IS CONTINUOUS AND LIFELONG. Gone are the days when individuals could gain a single credential and do the same job throughout their careers. In today’s economy, workers must engage in continual re-skilling to adapt to innovations in every employment sector. This new reality is challenging higher education institutions like never before, and new providers and models are stepping up to fill the gaps and meet the demand. The result is a higher learning system where completion is comprehensive—including everything from micro-credentials and short-term certificates to associate, bachelor’s and graduate degrees—allowing learners to build, expand, stack and show what they know throughout their careers.



Figure B.

COMPLETION IS RELEVANT. Completion is the foundational goal for Indiana’s higher education landscape, but it is also highly personal. When learners pursue and complete credentials that provide individual opportunity, it naturally strengthens Indiana’s economy while underscoring that Hoosier learners can finish what they start. Even more, we know that nearly all new jobs being created require some kind of education or training after high school. For individuals to achieve any measure of economic security or success in today’s economy, education beyond high school is critical. Ninety-nine percent of jobs created since the Great Recession went to workers with at least some college. Looking to the future, continual and lifelong learning will only grow in importance for individuals and our state’s economic prosperity.

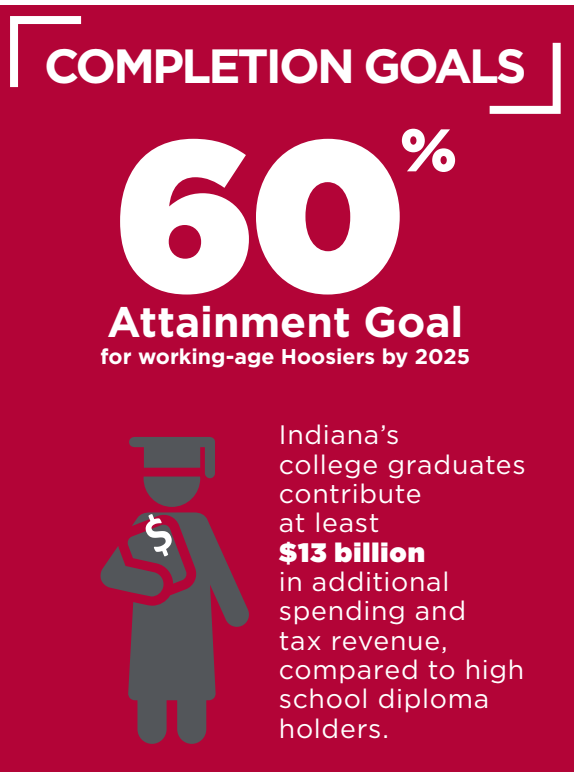


Figure A.

COMPLETION IS MEASURABLE. Perhaps the greatest advantage of keeping completion at the heart of the Commission’s work is that it is our most powerful tool to measure success—for learners, for employers, for institutions and for our state’s economy. As we nurture innovation in higher education to prepare for the future of work, we must ensure that we continue to capture, measure and report the full range of completions—from early college credit and workforce certificates all the way up through master’s and doctoral degrees. Equally important, we must ensure these credentials continue to have meaning and value to our state’s employer community and the Hoosiers they employ.

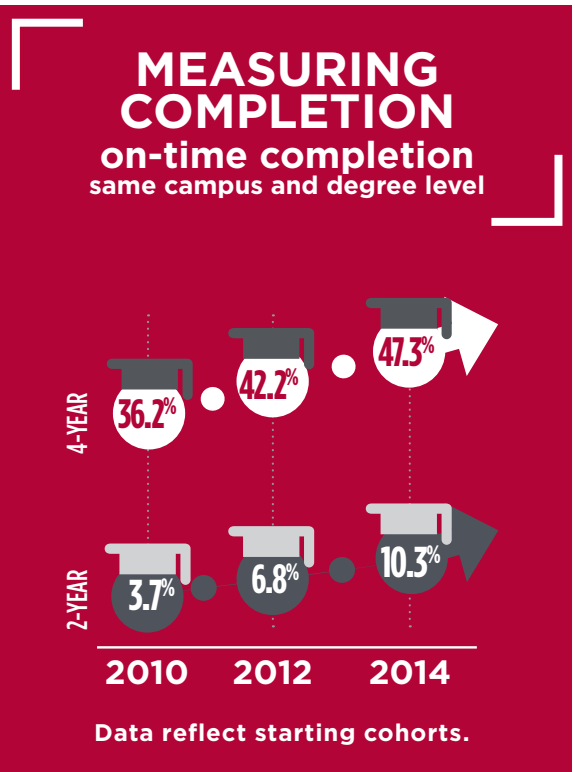


Figure C.
Completion rates measure first-time, full-time students who graduate within two or four years.
Data reflect starting cohorts.



“Due to my participation in the 21st Century Scholars program, behind me is infinite power, before me is endless possibility and around me is boundless opportunity.”

James Yates
21st Century Scholar alumni

As a seventh grader in South Bend, James Yates was signed up for the 21st Century Scholars program, never realizing the impact it would have on his future.

Yates and his siblings were raised by their mother, Angela, a single parent who worked several jobs. Knowing she wouldn't be able to contribute to his college education

financially, she raised Yates to believe “there is no wealth like knowledge and no poverty like ignorance,” he said.

Being a first-generation college student presented challenges and like most freshmen, Yates had to learn from his mistakes. The one constant was the 21st Century Scholars program.

Today, Yates has earned five professional healthcare certifications and is working on his master's degree in human services. He and wife Jacque (pictured with their children, Jackson and Josephina) have established The Yates Family Project, a community welfare and public service ministry. He also serves as a mentor for the 21st Century Scholars Alumni Mentorship program.

EQUITY

Life's circumstances or obstacles should not dictate opportunity to succeed.

Equity

Equity is critical to our state’s success.



Equity is often measured by observing areas where it does not exist: the gaps among learners from varying geographies, between genders, races or ethnicities, and by income level. These differences in outcomes are known as achievement gaps.

In 2013, the Indiana Commission for Higher Education passed a resolution to cut the achievement gap in half by 2018 and close the achievement gap by 2025. Over time, it became clear the Commission needed to do a deeper data dive to fully understand achievement gaps. So, in 2018, the Commission released its first College Equity Report, shining a brighter light on persistent opportunity and completion gaps for underrepresented and at-risk populations. The report showed that the achievement gap—as measured by college going, early success in college and college completion—was over halfway closed for low-income and minority learners, but significant gaps remained.

EQUITY IS INCLUSIVE. All learners deserve access to higher education opportunities and the support needed to ensure success. The Commission’s focus on equity includes low-income and minority learners, but it also includes populations that reflect the demographics of our state—including age, gender, veteran status, those with disabilities, foster youth, incarcerated Hoosiers and learners from rural communities.

The College Equity Report was a first-of-its-kind statewide analysis of the gaps in higher education, but disaggregating and reporting data is just a first step toward closing those opportunity and achievement gaps.

Reaching Higher in a State of Change makes equity a key focus area to ensure that we’re taking meaningful action to close those gaps on every campus in every community. Defining what we mean by “equity” lays the foundation for the goals that follow.

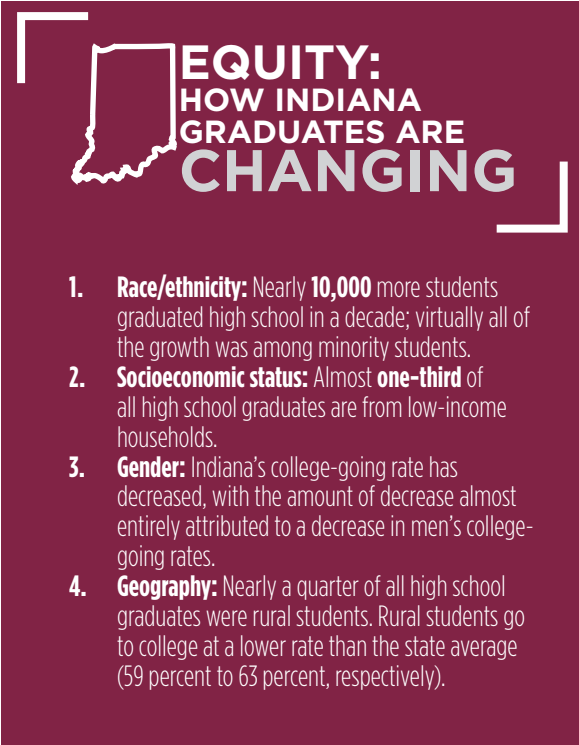
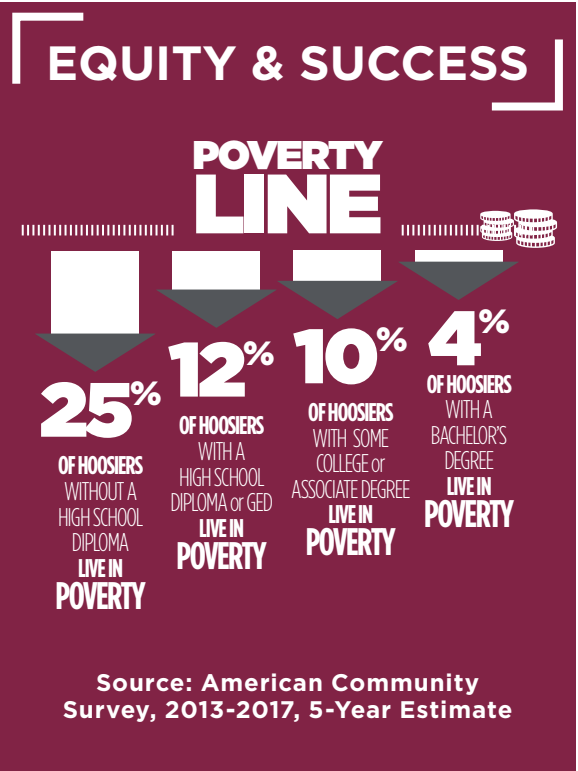


Figure D.

EQUITY IS CRITICAL TO OUR STATE’S SUCCESS. To meet the 60 percent goal, Indiana must be sharply focused on driving completion gains for every group. Population projections indicate that Indiana will become increasingly more racially and ethnically diverse, and we’re seeing increases in the number of low-income learners. These demographic shifts are already reflected in the K-12 pipeline. Additionally, as our economy diversifies and our high school population declines, the importance of engaging underrepresented populations and all regions of the state will be critical. Equally important will be reaching the diverse population of adult learners who must reskill to maintain any level of success in the future economy.

Figure E.
The risk of falling below the poverty line in Indiana is greater when Hoosiers have lower levels of education.



EQUITY REQUIRES TARGETED SUPPORTS. Particularly with low-income and first generation students, there is often a lack of exposure to the full range of job and educational opportunities available. For this reason, we must provide greater navigational supports that meet individuals where they are on their way to completion. It’s not enough to give all learners access to the same tools to achieve postsecondary success. Learners come to us with different experiences, learning and resources; in turn, it’s incumbent upon the state and its institutions to offer learner-focused supports and opportunities. Our approach to provide supports for educational equity must include a commitment to quality, and quality demands a commitment to equity.

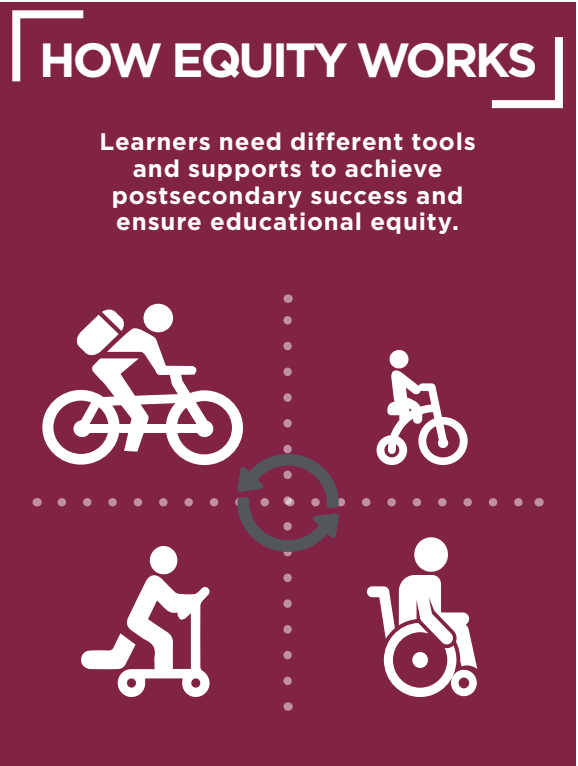


Figure F.



“ In getting the most out of an internship, it’s not just having the internship on your resume, or earning the course credit. It’s about having the experience.”

Kameron Utter
E-Commerce Sales Manager

Kameron Utter was seeking a paid internship for the summer before his senior year of college and as a psychology major, he was having a hard time finding a good fit. None of the psychology internships paid.

He took a leap and accepted an internship at Quest Safety Products. It was the company’s first time offering an internship and Utter qualified for the state’s Employment Aid

Readiness Network (EARN) program, which provided the company with 50 percent matching funds for his internship.

During Utter’s first internship of three at Quest, he helped set up its internship program. Utter now runs that program and is the company’s E-Commerce Sales Manager. He changed course, but still relies on his psychology education.

“It’s amazing to me how much my psychology background has benefitted me in the business world,” he said.

Today, he is pursuing a master’s degree in business administration and helping to guide other interns in their future pursuits.

TALENT

Talent is about developing and unleashing potential to drive the state’s workforce and economy.

Talent

Higher education is about equipping people to be successful on the job today and developing adaptive, lifelong learners to weather change throughout their careers.



The broader understanding of “college” and “higher education” that is required for Indiana’s success must include the full range of credentials and should embrace a more comprehensive look at the type of skills learners should have.

Indiana’s economy demands top-notch talent with the technical expertise to get the job done. It also needs critical and creative thinkers with communication and problem-solving skills. It needs the kind of well-rounded, analytical people that a quality postsecondary experience provides.

TALENT IS ABOUT PEOPLE. The benefits of quality higher education can be measured in quantitative and qualitative ways. Hoosiers with a high school education (or less) are more than twice as likely to file for unemployment, accounting for two-thirds of all unemployment claims in a decade. There’s also close alignment between educational attainment and median household income in the Midwest states (see page 37). However, higher education’s benefits go beyond a quantitative measure. Increasing community and civic engagement and providing a solid foundation for overall well-being are just a few of the ways to measure the impact of higher education.

Reaching Higher in a State of Change goes beyond the “either-or” depiction of higher education and workforce to a more productive and meaningful focus on developing talent.

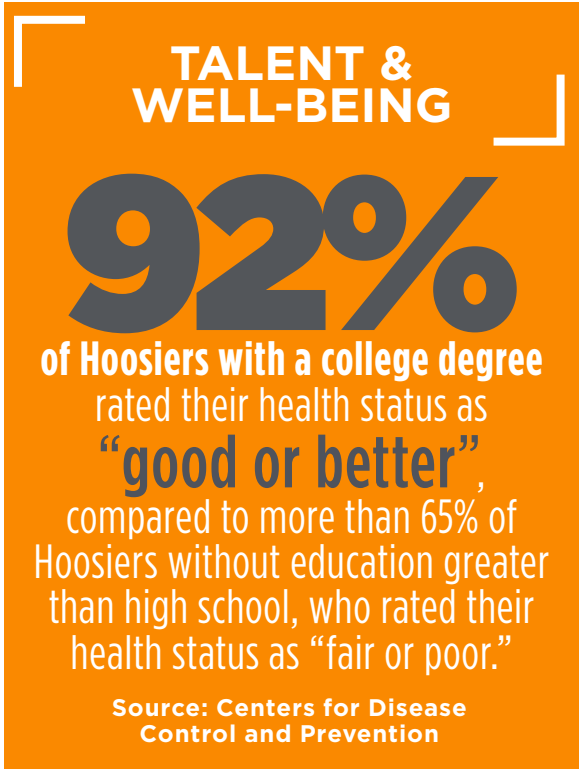


Figure G.

TALENT DRIVES OUR STATE’S WORKFORCE. The talent developed by higher education institutions and training providers is critical to filling the jobs created by employers today and to preparing individuals to fill the jobs of the future. In a symbiotic relationship that drives our economy, businesses come to states and communities that can fill their talent needs—and talent is attracted to states where those job opportunities reside. A top-quality, engaged, affordable higher education system is central to that relationship and our state’s economic health and vitality.



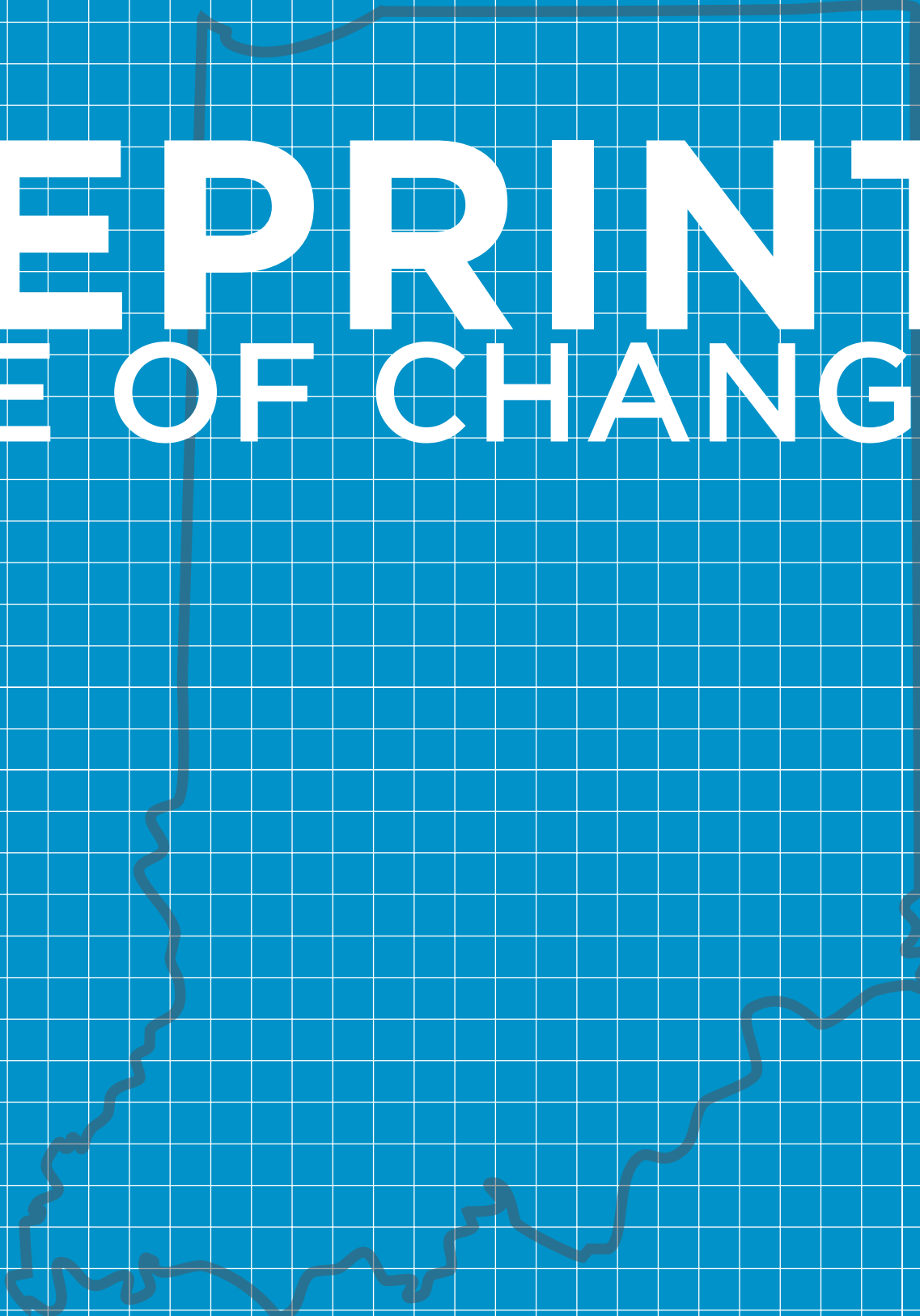
Figure H.

DEVELOPING TALENT TAKES COLLABORATION. Credentials must clearly demonstrate that learners have acquired the competencies employers need. This can’t be achieved if higher education institutions and training providers work in isolation. The Indiana Chamber of Commerce’s 2019 Employer Workforce Survey revealed just under half of employers left jobs unfilled over the previous year due to underqualified applicants. However, 71 percent of responding employers are willing to hire underqualified applicants to work while completing education and training on the job. True alignment between regional communities, K-12 schools, postsecondary institutions and employers is critical to developing the talent our state demands today and will need to support tomorrow’s economy.



Figure I.

A BLUEPRINT FOR A STATE OF CHANGE



The following action steps—which we consider the state’s blueprint to get us to 2025—were selected to support each of the priorities outlined for *Reaching Higher in a State of Change*: completion, equity and talent.

Our blueprint for change includes strategies and policies in the areas of: Pathways & Transitions, Affordability, Community Engagement, the Educator Pipeline, and Quality.

Additionally embedded in the subsequent pages are terms and definitions, data and resources to support the action items and the Commission’s role in advocating for these changes.



Pathways & Transitions

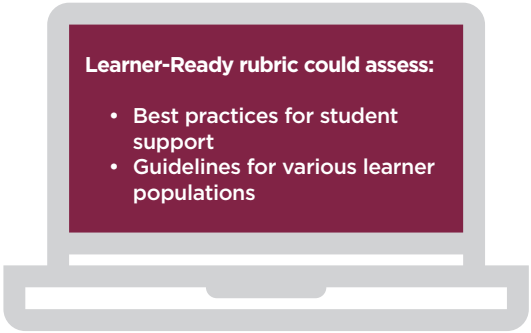
Ensure the right fit for every learner.

completion

- **Increase** the number of high school students who earn a high-value technical certificate or Statewide Transfer General Education Core (STGEC) before graduating.
- **Increase** the number of adult learners enrolling/re-enrolling in postsecondary programs by targeting populations who have exited the postsecondary pipeline or have never entered it.
- **Update** Indiana’s high school diploma requirements to better align with postsecondary expectations and eliminate the general diploma.
- **Encourage** two-year institutions to reconfigure programs so learners are enrolled in, complete and are awarded certificates as they continue toward their associate degree.

equity

- **Encourage** use of predictive analytics to identify student needs and tailor individualized support to ensure student success.
- **Increase** the number of summer bridge and other programs that help students transition from secondary to postsecondary education and combat summer melt.
- **Create** a model “Learner-Ready” rubric to help campuses assess their readiness to accommodate the needs of their unique learner populations.

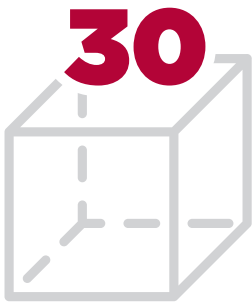


talent

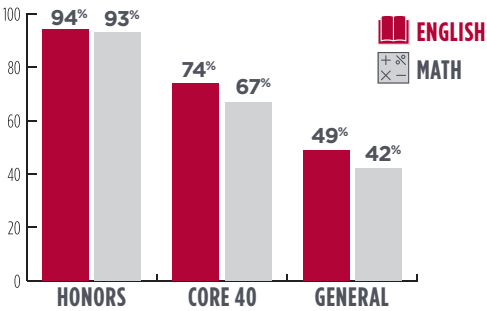
- **Develop** a digital, easily-sharable student-owned record, like a passport, that collects information about the skills and knowledge learners earn over the course of their education and careers.
- **Develop** web-based tools, built on common standards and linked, open data, to help learners easily navigate career and learning opportunities and to promote credential transparency.
- **Require** 100 percent of postsecondary programs to have an internship, work-based learning, research project or other student engagement experience that has career relevance.
- **Redesign** career services by encouraging models that support learners throughout their postsecondary experience and connect them to relevant career opportunities.



The **Statewide Transfer General Education Core** is a block of 30 hours of general education credit that transfers between public colleges and universities.



COURSE SUCCESS RATES BY SUBJECT AND DIPLOMA TYPE



Source: che.IN.gov



Predictive analytics allows for the use of data to analyze a student’s past performance and predict the likelihood of success.



Summer bridge programs provide incoming students an early on-campus experience to ease the transition to college life.

A **student-owned record** is an indicator of a person’s total accrued knowledge and skills to complement the traditional transcript.



The National Association of Colleges and Employers’ Class of 2019 Student Survey found that graduating seniors who had an internship were **27% more likely to receive a job offer** than those graduating seniors without an internship.



Pathways & Transitions



Affordability

Decrease the cost of college and reduce reliance on debt to increase completion and promote lifelong success.

completion

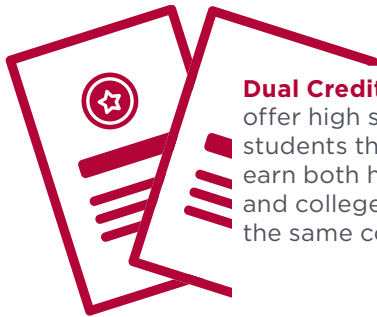
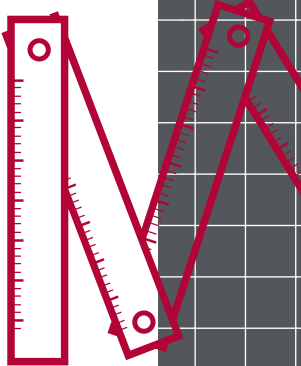
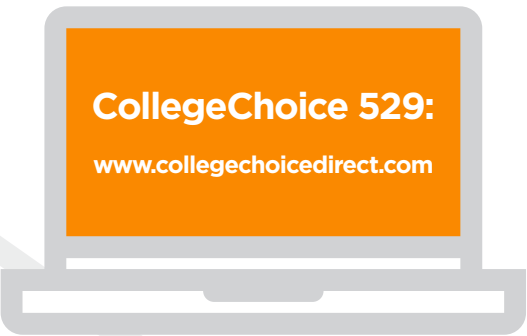
- **Increase** the number of students earning intentional dual credit in high school.
- **Increase** the number of learners completing college on-time or early.
- **Promote** policies and student financing models—income share agreements, for example—that reduce unacceptable levels of debt by linking student borrowing to projected income.
- **Reduce** the number of students who leave college without completing by providing proactive advising that redirects students to other postsecondary options.
- **Require** all high school seniors to complete a FAFSA (Free Application for Federal Student Aid) on time, with an opt-out provision included.

equity

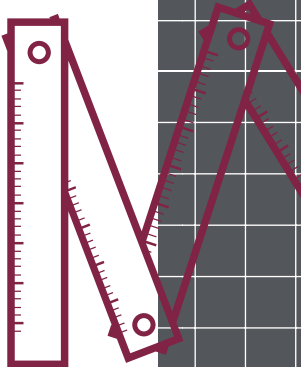
- **Create** better alignment between state agencies to leverage opportunities and identify key populations, such as incarcerated adults and those on state public assistance.
- **Use** proactive outreach to increase the number of learners from priority populations taking advantage of existing financial aid programs created to support them.
- **Encourage** the use of Open Educational Resources wherever possible (such as online access to classroom materials) to reduce the cost for learners.
- **Advocate** that all students gain financial literacy skills to help them make informed choices about education and training beyond high school.

talent

- **Increase** the number of employers partnering with postsecondary providers to develop “grow your own” programs for their employees.
- **Encourage** employers to make contributions to their employees’ College 529 accounts.
- **Encourage** employers to help employees repay student loans in an effort to attract, retain and develop talent.

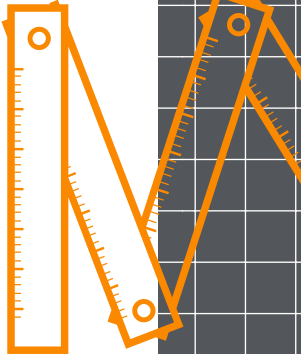


Dual Credit courses offer high school students the chance to earn both high school and college credits in the same course.

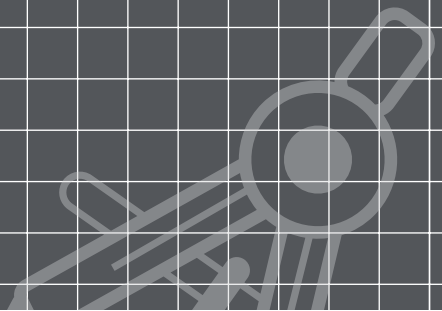


Key populations include:

- low-income
- people of color
- veterans
- those with disabilities
- foster youth
- incarcerated Hoosiers
- unemployed/underemployed



College 529 accounts are savings plans that offer tax and savings benefits for families to encourage saving for education costs. These plans are sponsored by states, state agencies or institutions.



Filing the FAFSA is an important first step for all students, regardless of socioeconomic status. Many merit-based scholarships as well as federal student loans require a FAFSA on file.



Open Educational Resources refers to educational material that is open to anyone to use and share in digital format.

Employers can help employees with tuition costs—through upfront contributions or by reimbursing employees upon completion—or by offering certifications, online learning and professional development options.



Affordability



Community Engagement

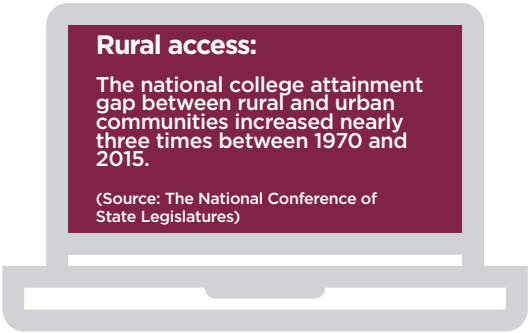
Foster a culture that values lifelong learning and develop partnerships that improve the economic health and vitality of communities.

completion

- **Increase** the number of active, structured regional efforts integrating employers, educators and community groups to drive postsecondary completion.
- **Help** communities use data on postsecondary transitions and outcomes as well as regional job demand and wage data to guide efforts that support completion and regional workforce demands.
- **Align** state agency and stakeholder messaging and communications resources around the value of education and lifelong learning.
- **Improve** the usability of the Commission's annual reports and data tools to help communities, parents, students, educators, institutions, lawmakers and employers use them to drive decision making and postsecondary completion.
- **Expand** data in Indiana's College Readiness Reports, working in partnership with the Indiana Department of Education to include additional postsecondary transitions data, such as postsecondary GPA by level of high school preparation.

equity

- **Create** access to postsecondary opportunities in rural areas through the use of technology, broadband and innovative delivery models.
- **Leverage** opportunities for communities, institutions and employers to work together for people of color as well as rural, veteran and low-income populations.
- **Increase** awareness and utilization of non-academic campus or community programs designed to support diverse learners (focusing on hunger, childcare, transportation, mental health, etc.).



talent

- **Work** with the Indiana Economic Development Corporation and the Department of Workforce Development and other stakeholders to identify future high-potential industries in different regions of the state to help target postsecondary completion in those areas.
- **Share** data, tools, best practices and community partnerships that increase postsecondary completion and career mentorship.
- **Advocate** for co-branded, employer-driven learning models that lead to credentials in highly-dynamic industries.



The Commission's Reports include:

- **College Readiness Reports**
- **College Completion Reports**
- **College Equity Reports**
- **College Value Report**
- **Early College Credit Report**

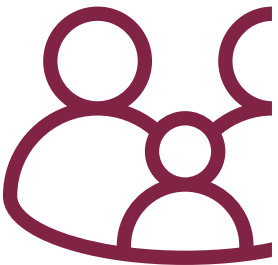


COMPLETION CONNECTIONS

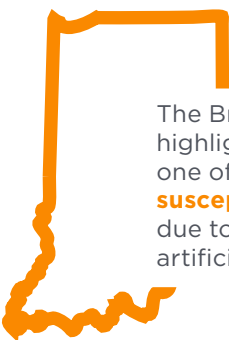


Nationally, between 2011 and 2015: 11% of households with a student in a 4-year college experienced **food insecurity**, 14% of households with a student in vocational/technical education experienced **food insecurity**; and 17% of households with a student in a community college experienced **food insecurity**.

(Source: U.S. Government Accountability Office)



Almost **five million undergraduate students**—over a quarter of the total U.S. college population—are parents of dependent children. (Source: Institute for Women's Policy Research)



The Brookings Institution highlighted Indiana as one of the states **most susceptible to job loss** due to automation and artificial intelligence.

"We can let the link between automation and job loss potential be a worrisome trend, or it can be an opportunity to pivot to the new economy. Indiana must adapt from the way we were, to the way we are becoming."

Indiana Commissioner for Higher Education
Teresa Lubbers



The Educator Pipeline

Focus on strengthening and supporting Indiana’s classroom teachers, counselors and school leaders.

completion

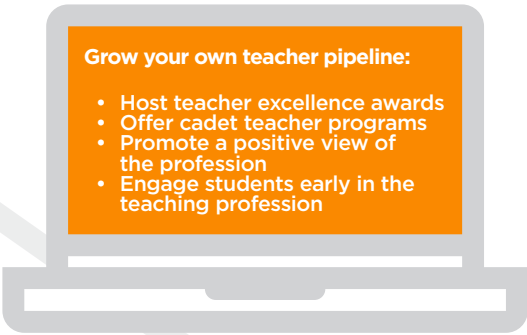
- **Increase** the number of Educator Preparation Program (EPP) completions, particularly in high-need subject areas and regions of the state.
- **Increase** the number of future educators in non-traditional EPPs that target adult learners and career changers, and make their transitions to the teaching profession less burdensome.
- **Ensure** career ladders for educators that encourage lifelong learning and retention in the field of teaching and provide opportunity for economic advancement.



equity

- **Increase** the number of minority learners enrolling in and completing EPPs.
- **Increase** opportunities for students in EPPs to gain experience in rural and diverse communities.
- **Create** EPP cohort and externship models that recruit and prepare teachers in key populations and communities.
- **Ensure** early college credit opportunities are available in all schools by helping more educators get the training they need to teach these courses.
- **Encourage** more people of color to utilize state scholarship funding to increase diversity in the teaching profession.

- **Work** with local communities to make teacher recruitment and retention a priority with campaigns and programs that uplift the profession and encourage local K-12 students to enter the profession and stay in their communities.
- **Ensure** EPPs embed training for future teachers to offer career exploration and training for their students.



talent



Career ladders offer teachers advancement and professional development opportunities while keeping them in the classroom.

High-need subject areas include:

- Special Education
- Science
- Technology
- Engineering
- Math

There were **71,224 teachers in Indiana** during the 2016-2017 school year.

Breaking that number down by race/ethnicity:

Race/Ethnicity	Count	Percentage
White	66,225	93%
Black	3,184	4.5%
Hispanic	1,039	1.5%
Multiracial	367	0.5%
Asian	299	0.4%

Source: doe.IN.gov

Indiana offers financial aid options for teachers:

- Earline S. Rogers Student Teaching Stipend for Minorities
- Student Teaching Stipend for High-Need Fields
- Next Generation Hoosier Educators Scholarship
- William A. Crawford Minority Teacher Scholarship

Rural communities can struggle to retain and recruit teachers. Coordinated efforts at the local level can inspire teachers to stay in or join a school in a rural community.

Exposing students at an earlier age to exciting career options helps **reinforce the value of classroom work** as fun and rewarding to their futures.

The Educator Pipeline



Quality

Emphasize excellence to ensure lifelong learner success and meet employer, economic and civic needs.

completion

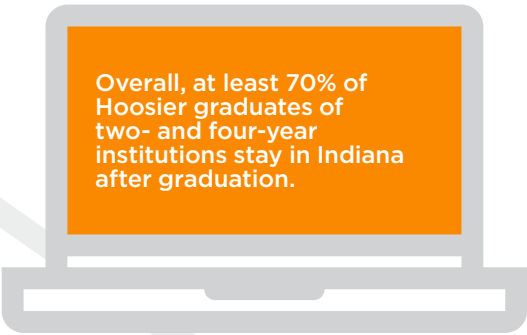
- **Develop** a more comprehensive view of completion and include a wider range of credential types in data collection—including short-term and non-credit credentials.
- **Ensure** transferability where there are gaps between institutions and between the K-12 and higher education sectors, particularly for career technical education courses.
- **Ensure** quality for non-credit credentials, such as industry certifications, and provide opportunities for non-credit credentials to be recognized and transfer.
- **Ensure** quality of all postsecondary programs by measuring outcomes for graduates and using that data to inform program-level decisions about financial aid eligibility.

equity

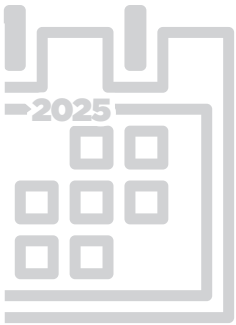
- **Monitor** early college credit and career technical education pathways in high school to routinely assess the status of opportunity and completion gaps among low-income, rural and minority populations.
- **Demonstrate** and advocate for the quality, value and benefit of dual credit courses offered to high school students.
- **Ensure** academic rigor and workforce relevance are prioritized as the Commission and institutions target programs to key populations.
- **Expand** the collection, analysis and utilization of equity data in each of the Commission’s major reports, outreach efforts and financial aid programs.

talent

- **Include** program-level return on investment data (including job placement, debt and expected wage) in annual debt letters and communications when learners apply to change their majors—showing learners the expected results of the decisions they’re making about what to study.
- **Monitor** job-placement, wages and retention by degree program to recognize institutions keeping graduates in state, especially in high-priority sectors.
- **Adopt** common language and measurements for learner skills and competencies.



A more wide-ranging look at what counts toward college completion can help Indiana reach its goal of at least **60 percent of Hoosiers with a quality degree or credential by 2025.**



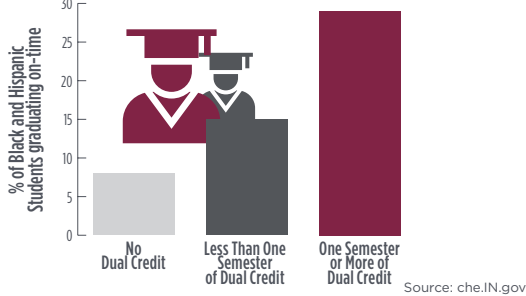
What new metrics might be included in the **attainment goal**:

- Adults age 18-24
- Long- and short-term workforce certificates
- Non-credit certificates
- Apprenticeships



GRADUATION

Black and Hispanic students who take dual credit courses in high school are more likely to graduate college on time.



“Without improved quality, there can be no meaningful equity. Without improved equity, claims for quality ring hollow.”

Lumina Foundation, *Unlocking the Nation’s Potential: A Model to Advance Quality and Equity in Education Beyond High School*

DEBT

Indiana requires colleges and universities that accept state financial aid to send a **personalized summary to students of their debt load**, including interest rates and estimated monthly payments.



TALENT TRACK



SKILLS



KNOWLEDGE



COMPETENCIES

Quality

The Commission's Role in a State of Change

In advancing this plan, the Commission will work closely with higher education institutions to realize the 60 percent goal by 2025. The Commission's major responsibilities are as follows:

IMPLEMENTATION AND ACCOUNTABILITY

- Throughout, *Reaching Higher in a State of Change* acknowledges that higher learning provides value for individuals, employers and our state's economy. The Commission will continue to position itself as an active and vocal advocate for lifelong learning beyond high school, even as we call for transformative change to ensure the enduring quality, affordability, and return on investment of our higher education system.
- The Commission will develop year-by-year internal operations plans to guide the work outlined in the strategic plan.
- The Commission will develop an annual communications plan and a toolkit to support advocacy and constituent outreach and service.
- The Commission will issue an annual *Reaching Higher in a State of Change* report card as we approach the 2025 goal.

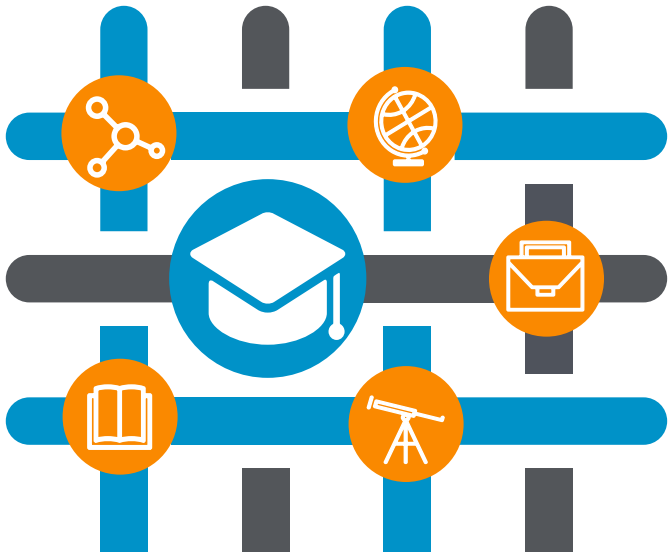


MISSION DIFFERENTIATION IN A STATE OF CHANGE

Ensuring clear mission differentiation among Indiana's public institutions is a core responsibility of the Commission for Higher Education. As the Commission takes action in each of the areas outlined in the plan, it must also re-evaluate the current missions of its institutions to ensure they are positioned to encourage innovation, collaboration and quality.

Mission differentiation involves defining the roles that our institutions can and should play to make effective, efficient use of finite resources to maximize the benefits for learners and our economy. The Commission must continue to evaluate how the missions of our community college system, regional campuses, comprehensive institutions and research institutions should adapt to meet new demands.

The Commission will evaluate and offer recommendations to alter and/or solidify the missions of the institutions that comprise the state's higher education system, addressing the following forces putting pressure on institutions to change or expand their missions:



- ▶ Changing demographics, a declining K-12 pipeline and a post-traditional student population
- ▶ Enrollment swings influenced by employment rates
- ▶ Unmet regional and community needs
- ▶ Emerging employer needs
- ▶ Competition for enrollment among institutions
- ▶ New delivery models and technologies
- ▶ Cost of higher education

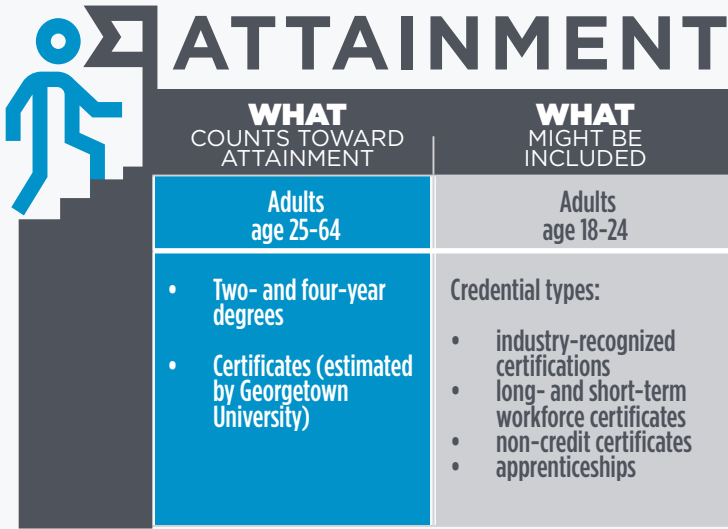
To address enrollment declines and help reach the 60 percent goal, the Commission will partner with higher education institutions to project enrollment and completion targets.

Key Metrics

The Commission will issue an annual *Reaching Higher in a State of Change* report card as we approach the 2025 goal, measuring progress using the following metrics:

Educational Attainment

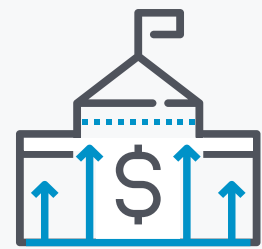
- Measured by progress toward at least 60 percent of Hoosiers having a quality credential beyond a high school diploma, assessing:
 - College-going rate
 - On-time college completion rate
 - 6-year college completion rate
 - Adult learner completion rates



Career Relevance & Preparation

- Progress toward 100 percent of postsecondary programs requiring an internship, work-based learning, research project or other student engagement experience that has career relevance.

Respondents in the **2019 Strada-Gallup Education Consumer Survey** were asked to rate the value of their coursework in order to draw connections between career relevance and value.



For Indiana, those who saw job relevance in their coursework were more likely to agree in the value of the cost of their degree (**82% agreed or strongly agreed**) and agree that their degree helped their career (**90% agreed or strongly agreed**). This tracks along national trends (82% and 94%, respectively).

Key Metrics

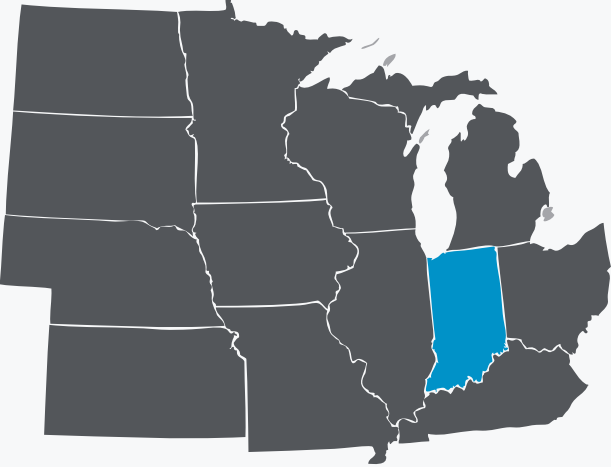
Economic Impact

- Measure progress toward Indiana becoming a leading Midwest state for median household income.*
 - By 2025, Indiana will be above the average of peer states for median household income.
 - By 2030, Indiana will be in the top five of its peer states for median household income.

MIDWEST ECONOMIC IMPACT

EDUCATIONAL ATTAINMENT RANKING (AS OF 2019):

- Minnesota
- Kansas
- Illinois
- Wisconsin
- North Dakota
- Iowa
- Nebraska
- Kentucky
- Michigan
- Ohio
- Indiana
- South Dakota
- Missouri



MEDIAN HOUSEHOLD INCOME (ADJUSTED FOR COST OF LIVING; AS OF 2019):

- Minnesota: \$72,118
- North Dakota: \$70,851
- Iowa: \$66,765
- Nebraska: \$66,480
- Illinois: \$66,020
- Wisconsin: \$65,772
- Kansas: \$64,687
- South Dakota: \$63,803
- Ohio: \$63,117
- Indiana: \$62,078
- Michigan: \$60,965
- Missouri: \$60,869
- Kentucky: \$57,164
- Average: \$64,668

The **Commission for Higher Education** will measure economic impact by looking at median household income, adjusted for cost of living. Factors beyond educational attainment levels will impact Indiana's progress toward moving the needle on this metric, including economic and market factors, as well as population and demographic shifts over time.

Using median household income instead of average per capita income ensures clarity as we track Indiana's progress in income growth. Per capita income analyses spread average income among all Hoosiers; measuring median household income more accurately demonstrates the economic prosperity of Hoosiers by only counting those individuals who contribute income to the household. Additionally, using median household income ensures that extremes at the upper and lower end of the income range don't misleadingly distort Indiana's true economic position.

Median household income is from the 2018 Census 1-Year American Community Survey. Cost of living is adjusted on the state level and comes from the Federal Reserve Bank of St. Louis (sourced from the 2018 U.S. Department of Commerce Bureau of Economic Analysis).

*Median household income is adjusted for cost of living.

Conclusion

Over the last decade, the Indiana Commission for Higher Education’s strategic plans have been the guide behind the change and action that resulted in tangible improvements for Hoosiers, including:

- ▶ Growth in higher education attainment
- ▶ Fewer students needing remediation to be ready for college-level work
- ▶ More students earning college credits in high school, saving them time and money while preparing them for the rigors of college-level work
- ▶ More Hoosiers graduating from college than ever before
- ▶ More supports and opportunities for returning adult students
- ▶ Progress closing college-going and completion gaps by income and race

It is important to recognize Indiana’s successes. But our work is far from complete.

With just 43.4 percent of Hoosiers currently realizing the life-improving benefits of a quality postsecondary credential, it’s imperative that we double-down and build on the success of the last decade.

Reaching Higher in a State of Change calls for accelerated action and sets a bold new course for higher learning in Indiana, with an intense focus on three priorities: completion, equity and talent.

Completion has been a foundational goal for the Commission since 2008, because it’s the key to unlocking individual opportunity for all

Hoosiers and strengthening our economy.

Equity is recognizing that life’s circumstances or obstacles should not dictate opportunities to succeed, and the Commission is prioritizing educational equity in this new plan.

Talent also emerges as a priority for the Commission, with an equal focus on higher education as a means to unlock individual potential and to fuel our state’s workforce and economy.

The blueprint for change outlined in the previous pages offers strategies and action steps, as well as supporting data and resources for succeeding in these three priority areas.

Reaching Higher in a State of Change sets the course for the work ahead. Yet, achieving these bold goals will require greater collaboration, engagement and commitment from Indiana’s higher education institutions, policymakers, business and community leaders—as well as students and their families.

The Commission for Higher Education will do its part to facilitate this engagement through fierce advocacy, transparency and accountability to shine a light on progress and lingering challenges.

Reaching Higher in a State of Change will be the plan to get us to 2025, but the Commission will continue its learner-centered, talent-driven and future-focused efforts for years to come.

Commissioner’s Closing Thoughts: Beyond 2025

Reaching Higher in a State of Change is the blueprint for Indiana’s higher education agenda for 2020 through 2025. It is aggressive and essential to our success in a decade that will be marked by change and opportunity.

The year 2025 is the deadline for the higher education attainment goal that the state set for itself in 2012—that at least 60 percent of Hoosiers will have a quality postsecondary credential. This goal is directly linked to projected workforce needs in that timeframe. Clearly, we have a lot of ground to cover.

Yet, the priorities and foundational principles behind *Reaching Higher in a State of Change* don’t stop at 2025.

This plan acknowledges that economic uncertainty, technological innovation, and changing learner needs are the new normal for our system of higher education. This state of change demands flexibility, innovation, responsiveness and constant reflection to fine-tune and adjust.

The challenges in higher education have never been greater, but neither have the possibilities for transformation and collaboration. It will take all of us moving together to put this plan into action.

Indiana’s willingness to embrace a new higher education compact with a collective sense of urgency and optimism will determine our state’s readiness and prosperity for decades to come.



Teresa Lubbers, Indiana Commissioner for Higher Education





INDIANA COMMISSION *for* HIGHER EDUCATION

MISSION

The Indiana Commission for Higher Education is a 14-member public body created in 1971 to define the missions of Indiana's colleges and universities, plan and coordinate the state's postsecondary education system, administer state financial aid, and ensure that Indiana's higher education system is aligned to meet the needs of students and the state.



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